**How am I Going?**

**Name:**

Take some time to reflect on your classroom practice. In the following table place a number to describe where you are at with the following descriptors.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| **I don’t do this and would like some support to initiate it.** | **I do this occasionally but would like some specific assistance with it.** | **I do this about 50%**  **of the time. I would like some observations/feedback to assist me to increase this percentage.** | **This aspect is going well, and if I need support with it I will ask. I do this about 75% of the time.** | **I think this aspect of my teaching is at a superior level.** |

|  |  |  |
| --- | --- | --- |
| **Descriptor** | **Number** | **Comment** |
| **Planning:**  Every lesson has a lesson plan that is linked to a unit plan. |  |  |
| Lessons have an ‘introduction/starter’, main body, and plenary/summary. |  |  |
| My lessons follow the %’s for each strand of reading, writing, listening, and speaking. |  |  |
| I know at what grade levels my students are working. |  |  |
| I refer to the National Professional Standards when I plan/complete a lesson. |  |  |
| I have started completing my NPST portfolio. |  |  |
| **Class management:**  Students are grouped when appropriate. |  |  |
| Students complete their activities. |  |  |
| Behaviour in the class is positive. |  |  |
| Student work is displayed in my room. |  |  |
| **Lessons**  My lessons are student centred where they do a range of activities to reinforce teaching. |  |  |
| My lessons are differentiated for poor students as well as advanced students. |  |  |
| I use a range of resources across worksheets, texts, books, magazines, newspapers and listening activities. |  |  |
| My objectives are in ‘student talk’ and are referred to throughout the lesson. |  |  |
| My students all work with copybooks and have a personal glossary at the back. |  |  |
| I talk for about 50% of the lesson. |  |  |